DOCUMENT RESUME

ED 230 549 SP 022 415

AUTHOR Gant, J. L.
TITLE Effective Schools, Colleges, and Departments of Education: The Dean is the Key.
PUB DATE 24 Feb 83
NOTE 18p.; President's address presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 22-25, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Responsibility; *Deans; Educational Environment; Higher Education; Individual Characteristics; *Leadership Responsibility; Management Systems; Organizational Climate; Role Models; *School Effectiveness; *Schools of Education; Teamwork

ABSTRACT

In a reflection upon the characteristics of effective schools and colleges of education, descriptions are offered on the qualities of effective leaders, management teams, and organizations. The dean is characterized as the key to the effectiveness of a teacher education institution. The dean must not only have a clear mission and high expectations, but also must be able to build a management team; monitor performances; provide feedback; and set a productive, effective climate, based on literature on teacher effectiveness. High expectations should be set for students, faculty, department chairs, and alumni. These expectations should be clearly stated in recruitment, admission and hiring, monitoring, staff development, and productivity, and should be made public in the objectives set forth for the institution. An effective dean also must recognize the fact that a substantial amount of time must be expended in dealing with external as well as internal school issues and concerns. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY J.L. Gant
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED230549

EFFECTIVE SCHOOLS, COLLEGES AND DEPARTMENTS OF EDUCATION: THE DEAN IS THE KEY

DETROIT, MICHIGAN
AACTE
FEBRUARY 24, 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TIMES OF SCARCITY ARE THE TIMES WHEN OUR CAPACITY TO MANAGE PUBLIC AS WELL AS PRIVATE INSTITUTIONS IS TRULY TESTED. FAT BUDGETS EASE THE TENSION AND OFTEN MAKE US A BIT CARELESS WITH OUR MANAGEMENT. AFTER ALL, WHEN MANY OPTIONS ARE AVAILABLE AND MOST OF THEM CAN BE CHOSEN WITH EQUALLY SUCCESSFUL RESULTS THE CHOOSING IS EASY, AND THE DECISIONS, IF NOT NOBLE, ARE POPULAR.

I DO NOT NEED TO REMIND YOU THAT LEAN TIMES ARE UPON US. I DO NOT NEED TO REMIND YOU THAT THE OPTIONS FOR ACTION ARE LIMITED, AND DECISIONS MUST REFLECT VERY CAREFUL CHOICES. I DO NOT NEED TO TELL YOU HOW IMPORTANT NOR HOW FRAGIL LEADERSHIP IS TODAY. IT IS CRITICAL IN SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION. CAMPUS LEADERSHIP FOR TEACHER EDUCATION PROGRAMS AND FOR EFFECTIVE SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION IS THE SUBJECT OF MY TALK.

MY THOUGHTS ARE STIMULATED BY MY REFLECTIONS ON MY TENURE AS A DEAN OF EDUCATION FOR THE PAST NINE YEARS AND THE LESSONS I HAVE LEARNED FROM MANY OF YOU; FROM MY EXPERIENCES AS A TEACHER; AS MIDDLE SCHOOL AND SENIOR HIGH SCHOOL PRINCIPAL; AS GENERAL CONSULTANT IN THE FLORIDA STATE DEPARTMENT OF EDUCATION; AS DIRECTOR OF TEACHER EDUCATION ADVISORY COUNCIL FOR THE STATE OF FLORIDA; AS DIRECTOR OF TEACHER EDUCATION FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA; AS PRESIDENT

SP 022 415

OF OUR ASSOCIATION; AND MOST RECENTLY AS A CONSULTANT FOR THREE WEEKS IN A DEVELOPING COUNTRY OF ASIA. THOSE THREE WEEKS IN A COUNTRY IN WHICH I COULD NOT SPEAK THE NATIVE LANGUAGE PROVIDED ME REFLECTION TIME. THIS REFLECTION WAS PROMPTED BY MY NEED TO REVIEW MY TENURE AS YOUR PRESIDENT FOR THE PAST YEAR. IT WAS ALSO PROMPTED BY MY RETIREMENT FROM THE DEANSHIP AND FROM THE FLORIDA EDUCATION SYSTEM.

IN THIS REFLECTION PROCESS I HAVE DRAWN ON TWO SOURCES: ORDINARY KNOWLEDGE AND CURRENT RESEARCH. ORDINARY KNOWLEDGE, USING THE TERM EMPLOYED BY LINDBLOM AND COHEN (1979), COMES FROM OUR COLLECTIVE EXPERIENCES, FROM THE LESSONS LEARNED BY COLLEGE DEANS WHO HAVE MANAGED THROUGH CUTBACKS, DECLINING ENROLLMENTS, RECESSIONS, AND THE GROWING KNOWLEDGE BASE IN TEACHER EDUCATION. EXTENSIVE, SIGNIFICANT RESEARCH IS BEING COMPILED IN THE AREAS OF EFFECTIVE SCHOOLS, SKILLFUL MANAGEMENT, ORGANIZATIONAL BEHAVIOR, AND SOCIAL CHANGE. AS I REFLECTED ON THIS LITERATURE, I WAS REMINDED THAT, ALTHOUGH WE MUST RECOGNIZE A DEFINITE AUTONOMY WITHIN THE PROFESSION, THE CHIEF EXECUTIVE IS THE KEY TO THE CLIMATE AND THE EFFECTIVENESS OF THE ORGANIZATION. THE DEAN, THEN, IS THE MOST IMPORTANT PERSON IN MOVING US TOWARD SCDE EFFECTIVENESS. I WAS REMINDED THAT THESE ORGANIZATIONS HAVE CLEARLY STATED GOALS AND OBJECTIVES NOT-WITH-STANDING THE LOOSE-NESS OF THE COUPLINGS OF THE SYSTEM. (MARCH, 1981) WE ALSO KNOW THAT OTHER CHARACTERISTICS OF EFFECTIVE SCHOOLS INCLUDE THE FOLLOWING:

1. THE IMPLEMENTERS ARE TEACHERS AND PROFESSIONALS WHO HAVE INPUT INTO DECISIONS AND ARE ENGAGED IN TEAM MANAGEMENT.

2. ONCE AGREEMENTS HAVE BEEN REACHED, THERE IS ADEQUATE MONITORING OF PROGRESS.

3. EMPHASIS IS ON REWARDS RATHER THAN PUNISHMENT.

4. STUDENTS TAKE RESPONSIBILITY FOR THEIR OWN LEARNING AND THEY ARE POSITIVELY REINFORCED FOR IT.

5. THERE IS AN EXPECTATION THAT ALL STUDENTS WILL COMPLETE ASSIGNED HOMEWORK AND WILL RECEIVE FEEDBACK.

6. DISTRACTIONS AND REQUIREMENTS NOT DIRECTED TOWARD GOALS ARE MINIMIZED. MISBEHAVIOR IS NOT TOLERATED.

7. HIGH EXPECTATIONS ARE HELD FOR TEACHERS AS WELL AS FOR STUDENTS. (RUTTER, 1981)

THE EFFECTIVE PRINCIPAL AS DESCRIBED BY LIPMAN (1981)

1. ANALYZES VALUE ORIENTATION AND ESTABLISHES OPEN LINES OF COMMUNICATION WITH ALL SCHOOL PERSONNEL AND COMMUNITY;

2. COOPERATES RATHER THAN COMPETES;

3. USES THE MANAGEMENT TEAM APPROACH;

4. IS SKILLED IN EXERCISING BOTH DIRECTIVE AND SUPPORTIVE LEADERSHIP AS THE SITUATION WARRANTS;

5. CLEARLY DEFINES THE BOUNDARIES OF OTHERS' INVOLVEMENT IN DECISION-MAKING, AVOIDS GIVING THEM THE IMPRESSION THAT THEY HAVE POWERS THEY DO NOT HAVE;

6. RECOGNIZES WHEN GROUP DECISION MAKING AND WIDE PARTICIPATION IS MOST USEFUL;

7. IS COMMITTED TO INSTRUCTIONAL IMPROVEMENT;

8. SHOWS STRONG KNOWLEDGE OF AND PARTICIPATION IN CLASSROOM INSTRUCTIONAL ACTIVITIES;

9. MONITORS THE EFFECTIVE USE OF CLASSROOM TIME;

10. HAS POSITIVE ATTITUDE TOWARD STAFF AND STUDENTS;

11. IS SKILLED IN TIME MANAGEMENT AND FINDS TIME TO PLAN COOPERATIVELY WITH TEACHERS, VISITS AND OBSERVES CLASSROOMS, GIVES TEACHERS FEEDBACK, AND EVALUATES PROGRESS OF BOTH STAFF AND STUDENTS;

12. HAS THE PRIMARY RESPONSIBILITY FOR CONSTRUCTIVE CHANGE;

13. RECOGNIZES THAT CHANGE IS A TIME CONSUMING PROCESS AND SHOULD NOT BE RUSHED;

14. RECOGNIZES THAT COOPERATION BETWEEN SCHOOLS AND UNIVERSITIES REPRESENTS THE MOST POWERFUL FORCE FOR SUSTAINED EDUCATIONAL IMPROVEMENTS;

15. MANAGES CONFLICT SO THAT THE SYSTEM FUNCTIONS MORE EFFECTIVELY AND WITH GOOD FACULTY MORALE.

MANAGEMENT LITERATURE WAS ANOTHER SOURCE OF DATA FOR MY REFLECTION PROCESS. AS I THOUGHT BACK OVER THIS LITERATURE, I BECAME QUITE AWARE OF CERTAIN PRINCIPLES WHICH HAVE APPEARED AND REAPPEARED IN THE LITERATURE.

1. THE EFFECTIVE MANAGER GIVES ATTENTION TO BOTH TASK AND PEOPLE (BLAKE AND MOUTON, 1969, MACGREGOR, 1960, OUCHI, 1981).

2. AN EFFECTIVE MANAGER ALSO EXERCISES POWER APPROPRIATE TO THE SITUATION AND TO THE MATURITY OF THE GROUP OR ORGANIZATION, WHETHER THAT POWER IS EXPERT POWER, REFERENT POWER, EXPERTISE POWER, REWARD POWER, OR COERCIVE POWER. THE EXPERT AND REFERENT POWERS ASSOCIATED WITH PERSONAL POWER ARE MUCH MORE EFFECTIVE IN THEORY Y AND THEORY Z ORGANIZATIONS.

3. THE MANAGER IS SELECTIVE IN HIS LEADERSHIP ROLE WHETHER HE IS TELLING, SELLING, PARTICIPATING, OR DELEGATING (HERSEY AND BLANCHARD, 1982).

4. THE EFFECTIVE MANAGER CAN UTILIZE THE POWER OF THOSE BELOW HIM, AT HIS LEVEL, AND ABOVE HIM IN HIS (OR HER) POSITION TO MOVE THE ORGANIZATION.

5. THE EFFECTIVE MANAGER USES HIS TIME EFFECTIVELY. AS PETER DRUKER (1974) PUTS IT, THE MANAGER RECOGNIZES ORGANIZATION GOALS AND APPROPRIATES HIS TIME AND ENERGY TO TASKS AND PEOPLE DIRECTED AT ACHIEVING THOSE OBJECTIVES.

6. THE EFFECTIVE MANAGER ALLOCATES TIME TO EDUCATION, WORK, AND LEISURE, THEREBY KEEPING PERSONAL STRESS LEVEL AT A HEALTHY STATE OF EUSTRESS RATHER THAN DISTRESS.

7. THE EFFECTIVE MANAGER HAS THE TECHNICAL MANAGEMENT SKILLS TO GET DAY-TO-DAY MUNDANE TASKS DONE SO THAT HE/SHE CAN ADDRESS ISSUES OF PLANNING AND STAFF DEVELOPMENT.

AS I THOUGHT THROUGH ORGANIZATIONAL LITERATURE ON EFFECTIVENESS, I WAS REMINDED THAT THE ORGANIZATION SHOULD BE DESIGNED TO RESPOND TO ITS ENVIRONMENT (LAWRENCE AND LORSCH, 1969).

A. IT SHOULD HAVE COORDINATED AND RELATED SOCIAL AND TECHNICAL SYSTEMS (EMERY & TRIST, 1960). THE WORK SYSTEM AND THE SOCIAL SYSTEM ARE EQUALLY IMPORTANT: THE FORMAL AND THE INFORMAL ARE IMPORTANT.

B. THE ORGANIZATION MUST FIT THE CULTURE IN WHICH IT EXISTS. HERE I AM IMPRESSED BY THE NEW LITERATURE COMING OUT OF THE STUDY OF JAPANESE ORGANIZATIONS. I RECOMMEND TO YOU THEORY Z AND CONTINUOUS LEARNING WITHIN JAPANESE ORGANIZATIONS (SAINT, 1982). THE TEN SALIENT POINTS THAT CHARACTERIZE THE JAPANESE ORGANIZATION ARE:

1. EMPLOYMENT IS LONG-TERM.

2. THE YOUNGEST PERSON IN THE ORGANIZATION IS GIVEN THE TASK TO MAKE THE NEW PLAN - IT BECOMES A LEARNING PROCESS FOR THE NEW EMPLOYEE AND OTHER EMPLOYEES.

3. THERE IS A HIGH CONCERN FOR PEOPLE AND HELPING THEM UTILIZE THEIR CAPABILITIES IN A WAY THAT IS BEST FOR THE ORGANIZATION AND THE INDIVIDUAL.

4. EMPHASIS IS ON DAY-TO-DAY CONTINUOUS LEARNING THROUGH, FROM, AND IN WORK.

5. JAPANESE MANAGEMENT IS TEAM MANAGEMENT. WORKERS AND MANAGERS DO THINGS TOGETHER AS A TEAM, NOT AS COMBATANTS.

6. THE ENVIRONMENT IS CONDUCIVE TO LEARNING: LEARNING MANAGERS AND LEARNING EMPLOYEES LEARNING TOGETHER.

7. WORK IS CENTRAL TO THE DEVELOPMENT OF PEOPLE.

8. TOP MANAGEMENT ACTS TO SHOW, "THAT PEOPLE DETERMINE THE FATE OF AN ORGANIZATION."

9. THE CONTINUOUS LEARNING CONCEPT IS AIMED AT A UNIFIED GOAL OF INTEGRATION OF BOTH ORGANIZATION AND WORKER NEEDS AND WANTS.

10. ALTHOUGH AUTHORITY OF POSITION REMAINS, THERE IS A DEMOCRATIC FEELING (SAINT, 1982).

C. THE HEALTHIER ORGANIZATIONS HAVE OBJECTIVES, STRUCTURES, COORDINATING MECHANISMS, REWARD SYSTEMS, AND NORMS, WHICH ARE MUTUALLY REINFORCING SYSTEMS (WEISBORD, 1976).

AND FINALLY, AS I THOUGHT THROUGH THE CHANGE LITERATURE, I WAS IMPRESSED THAT CHANGE IS NORMATIVE AND REEDUCATIVE. IT IS A LEARNING PROCESS, A SOCIAL INTERACTIVE PROCESS WHERE NORMS AND SHARED UNDERSTANDINGS ARE PERMANENTLY ALTERED.

MY SECOND SOURCE OF REFLECTIONS IS THE ORDINARY KNOWLEDGE WHICH HAS BEEN GAINED FROM MY PROFESSIONAL EXPERIENCES, MY FAMILY, AND FROM MY EXPERIENCES WITH YOU. I THANK EACH OF YOU WHO TOOK THE TIME OVER THE PAST DECADE TO TEACH ME. I THANK THE TEACHER CORPS NETWORK: THE DEANS GRANTS NETWORK: THE BOARD AND STAFF OF AACTE: THE NEW DEANS INSTITUTE: AND MY EVER PRESENT PROFESSIONAL PEER AND MATE, MY WIFE, AN ELEMENTARY SCHOOL PRINCIPAL WHO HAS KEPT ME IN TOUCH WITH PUBLIC SCHOOLS IN A LIVING WAY. THE LEARNINGS HAVE BEEN SO HELPFUL. YET, I KNOW I MISSED MORE THAN I INTERNALIZED.

THESE COMMON LEARNINGS I GROUPED INTO SEVERAL CATEGORIES (1) THE IMPORTANCE OF GOAL AND OBJECTIVES, I.E., DIRECTION, (2) THE IMPORTANCE OF BUILDING A TEACHING PROFESSION, (3) THE IMPORTANCE OF MODELING BEHAVIOR, (4) THE IMPORTANCE OF PEOPLE IN ORGANIZATIONS AND EFFECTIVE TEAM MANAGEMENT, AND (5) THE IMPORTANCE OF THE MINORITY AT EACH END OF THE CONTINUUM - RICH-POOR/BLACK/BROWN/YELLOW OR WHITE.

I DID NOT ATTEMPT TO LIST THESE MANY LEARNINGS. I DO NEED AN OVERALL PURPOSE OF A COMMON GOOD, A GOD TO BELIEVE IN, AND AS A SOURCE OF STRENGTH, A DEEP CONCERN FOR MY FELLOW PERSONS, A SENSE OF PURPOSE FOR MYSELF AND MY PROFESSION, A RESPECT FOR COMMON DECENCY, AND HUMAN COMPASSION, AND SOMETHING DEEP DOWN INSIDE WHICH DRIVES ME TO CARE FOR OTHERS - TO BE CONCERNED ABOUT HUMAN KIND - TO LOVE, AND TO ATTEMPT TO MODEL THAT MIX IN OUR PROFESSIONAL MANAGEMENT OF SCDE.

TODAY THE INDICATORS OF EFFECTIVENESS OF SCDE ARE CHANGING. EFFECTIVENESS WAS ONCE MEASURED BY SIZE OR INCREASED NUMBERS IN BUDGETS, STUDENT CREDIT HOURS, DEGREES, FACULTY, AND PROGRAMS. TODAY THE PUBLIC IS CONCERNED WITH QUALITY INDICATORS SUCH AS AVERAGE SAT SCORES UPON ADMISSION, PERCENTAGE OF GRADUATES PASSING CERTIFICATION EXAMS, AND PERFORMANCE OF GRADUATES DURING THE FIRST YEAR OF TEACHING, THE QUALITY OF SERVICE TO SCHOOL DISTRICTS, THE RESEARCH PRODUCTS WHICH CAN BE USED IMMEDIATELY BY TEACHERS IN THE CLASSROOMS, AND THE RELATIONS WITH GRADUATES. TODAY'S EFFECTIVENESS MEASURES EMPHASIZE OUTPUTS RATHER THAN INPUTS, QUALITY RATHER THAN QUANTITY, AND ARE MORE RELATED TO KNOWLEDGE AND PERFORMANCE THAN TO EXPERIENCES. ALTHOUGH THE KNOWLEDGE CRITERION PREDOMINATES TODAY, PERFORMANCE MEASURES SUCH AS THOSE USED IN FLORIDA, GEORGIA, SOUTH CAROLINA, OKLAHOMA, AND ARIZONA WITH BEGINNING TEACHERS ARE GAINING MOMENTUM.

I CONTEND THAT THE DEAN IS THE KEY TO THE DEVELOPMENT OF EFFECTIVE SCDE IN OUR PRESENT SYSTEM.

BASED ON MY REFLECTIONS OF THE LITERATURE AND COMMON LEARNINGS, MY PROPOSAL FOR THE PROPOSITION THAT THE DEAN IS THE KEY TO THE EFFECTIVENESS OF THE SCDE DEPENDS UPON A CARING PERSON AND PROFESSIONAL WITH A CLEAR MISSION AND HIGH EXPECTATIONS WHO CAN (1) BUILD A MANAGEMENT TEAM, (2) MONITOR PERFORMANCE AND PROVIDE FEEDBACK, AND (3) SET A CLIMATE WHICH MODELS THE BEST FROM THE LITERATURE ON TEACHER EFFECTIVENESS.

THE FIRST REQUIREMENT IN THE PROPOSAL IS A MANAGEMENT TEAM. THE JAPANESE CONTINUOUS LEARNING SYSTEM HAS MUCH TO OFFER US IN BUILDING A SUCCESSFUL MANAGEMENT TEAM. McGREGOR'S THEORY, OUCHI'S THEORY Z, AND BLAKE AND MOUTON'S 9-9 MANAGEMENT STYLE ARE GOOD SOURCES OF ASSISTANCE IN BUILDING A MANAGEMENT TEAM OF FACULTY, ADMINISTRATORS, AND STUDENTS - A TEAM ON WHICH MEMBERSHIP CHANGES AND GIVES EMPHASIS TO THE CONTINUOUS LEARNING ENVIRONMENT. THE MISSION AND GOAL OF TEACHER EDUCATION MUST BE CLEARLY STATED AND THE PRIORITIES, LONG-TERM AND SHORT-TERM, MADE PUBLIC. THE PERSONNEL POLICIES, ALLOCATION POLICIES, REWARD STRUCTURE, AND PRODUCTIVITY TRANSFORMATION MUST BE COMPATIBLE WITH THESE PRIORITIES.

SECOND, HIGH EXPECTATIONS ARE SET FOR STUDENTS, FACULTY, DEPARTMENT CHAIRS, THE DEAN, AND THE ALUMNI. THESE EXPECTATIONS SHOULD BE CLEARLY STATED IN RECRUITMENT, ADMISSION AND HIRING, MONITORING, STAFF DEVELOPMENT, AND PRODUCTIVITY AND MADE PUBLIC IN THE OBJECTIVES FOR THE YEAR. HIGH EXPECTATIONS MIGHT INCLUDE:

1. 95% OF GRADUATES WILL PASS THE TEACHER CERTIFICATION EXAMINATION.

2. 90% OF THE FACULTY RECOMMENDED FOR PROMOTION BY THE DEPARTMENTS WILL BE PROMOTED.

3. ALL NEW ASSISTANT PROFESSORS WILL ATTAIN DOCTORAL DIRECTIVE STATUS BY THE END OF YEAR THREE.

4. 80% OF TEACHER EDUCATION GRADUATES WILL GO INTO TEACHING WITHIN TWO YEARS OF GRADUATION.

5. 20% OF THE TEACHER EDUCATION FACULTY WILL SPEND AT LEAST THREE DAYS IN ELEMENTARY OR SECONDARY SCHOOLS.

6. TWENTY MICROCOMPUTERS WILL BE ADDED TO THE MICROCOMPUTER FACILITIES.

7. ANY LEGISLATION WHICH INCREASES DEMANDS ON TEACHER EDUCATION WILL BE ACCOMPANIED BY ADEQUATE RESOURCES TO MEET THE NEEDS.

THE THIRD PROPOSED ELEMENT FOR EFFECTIVE SCDE IS CLIMATE SETTING. IN THIS ASPECT OF EFFECTIVENESS:

1. ABSTRACTIONS MUST BE MINIMIZED.

2. ORGANIZATION AND GROUP PROCESSES ARE TASK AND PEOPLE-ORIENTED SO THAT THERE IS PRODUCTIVITY OF OUTCOMES AND SATISFACTION OF FACULTY AND STUDENTS.

3. THERE IS A CREATIVE TENSION WHICH IS ENERGY PRODUCING BUT NOT DISTRESSFUL.

4. ATTENTION IS GIVEN TO STRESS MANAGEMENT.

5. APPROPRIATE LINKAGES ARE MADE WITH THE INTERNAL POWER SYSTEM HORIZONTALLY (MEANING WITH OTHER DEANS AND FACULTIES) AND VERTICALLY (MEANING WITH VICE-PRESIDENTS AND DEPARTMENT CHAIRS AND FACULTY).

6. APPROPRIATE LINKAGES ARE ALSO ESTABLISHED WITH EXTERNAL POWER SOURCES SUCH AS SDE, SCHOOL DISTRICTS, LEGISLATIVE AND REGULATORY GROUPS, AND TEACHERS GROUPS.

7. COMMUNICATION IS OPEN AND TWO-WAY.

8. DELEGATION AND POWER USE IS SITUATION SPECIFIC.

9. ALL HAVE INPUT INTO THE DECISION MAKING PROCESS.

MONITORING - IF THE MISSION IS CLEAR, THE PRIORITIES ESTABLISHED, THE HIGH EXPECTATIONS CLEAR AND PUBLIC, THE PERSONNEL ADEQUATELY SOCIALIZED, THERE IS STILL A NEED FOR MONITORING. THE NATURE OF THIS MONITORING SYSTEM IS GEARED TO THE AGREEMENTS AND EXPECTATIONS AND TO THE WAY IN WHICH THE DEAN AND THE FACULTY HAVE BEEN SOCIALIZED. IF THERE IS AN EXPECTATION, FOR EXAMPLE, THAT FACULTY WILL MODEL THE TEACHER BEHAVIORS WHICH THE RESEARCH SUGGESTS WILL RESULT IN GREATER STUDENT GAINS, A MONITORING SYSTEM SHOULD BE IN PLACE WHICH GIVES FEEDBACK TO THE PROFESSOR ON HIS/HER TEACHING BEHAVIOR.

THE MONITORING SYSTEM SHOULD ASSESS:

- THE PERFORMANCE OF GRADUATES IN FIRST YEAR
- WHAT IS TAUGHT
- HOW IT IS TAUGHT
- RESEARCH OUTPUTS
- SERVICE OUTPUTS
- TECHNICAL ASSISTANCE OUTPUTS
- INDIVIDUAL SATISFACTION AND GROUP PROCESSES
- RESOURCES AND DISTRACTIONS

IF WE WANT TO MODEL THE PROFESSIONALISM WE HOPE TO ACHIEVE IN THE PROFESSION, WE MUST BE CLEAR ABOUT SELF MONITORING BY THE PROFESSORS, SELF-DISCIPLINE AND THE DECISIONS WHICH BELONG TO THE COLLEGE FACULTY, and THE DECISIONS WHICH BELONG TO THE INDIVIDUAL PROFESSOR, TO THE DEPARTMENT AND TO MANAGEMENT ON BEHALF OF THE PUBLIC. ACADEMIC FREEDOM DOES NOT GIVE ONE THE RIGHT TO REFUSE TO TEACH THE CURRICULUM TO THE PUBLIC WHO, THROUGH ITS ELECTED OFFICIALS, HAVE ESTABLISHED MINIMUM STANDARDS FOR LICENSURE.

THE MONITORING SYSTEM IS LINKED TO THE HIGH EXPECTATIONS, TO THE OUTCOMES, THE REWARD STRUCTURE, AND THE STAFF DEVELOPMENT AND

CURRICULUM DEVELOPMENT PROCESS. THE FEEDBACK MUST BE IMMEDIATE, REWARDING RATHER THAN PUNITIVE, AND BOTH THE ORGANIZATION AND THE INDIVIDUALS SHOULD PROFIT AND IMPROVE FROM THE FEEDBACK.

IF THE LITERATURE AND MY COMMON LEARNINGS ARE FAIRLY ACCURATE, IMIG'S (1981) IMAGE OF THE KINDS OF LEADERS WE NEED FOR EFFECTIVE SCHOOLS IS PROBABLY ON TARGET. THEY ARE ONES WHO:

- TYPICALLY STRESS ACHIEVEMENT BY SELF AND OTHERS AND ACTIVELY ASSUME A LEADERSHIP ROLE.
- BUILD A MANAGEMENT TEAM APPROACH.
- ARE GENERALLY CONSISTENT IN THEIR LEADERSHIP STYLES.
- SEE THEMSELVES AS PLANNERS - MAKING SURE THAT THE OBJECTIVES OF THE SCDE ARE CLARIFIED, UNDERSTOOD, AND ACCEPTED.
- SEE THEMSELVES AS ORGANIZERS - CLIMATE-BUILDERS, DECISION-MAKERS
- SEE THEMSELVES AS CHANGE AGENTS RECOGNIZING THAT NO CHANGE OF ANY SUBSTANTIAL MAGNITUDE CAN OCCUR IN ANY SCDE WITHOUT THEIR UNDERSTANDING AND SUPPORT.
- SEE THEMSELVES AS EVALUATORS - OF PROGRAMS, PERSONS.
- SEE THEMSELVES AS STUDENT DEVELOPERS - RECRUITERS, ADVISORS.

- SEE THEMSELVES AS FACULTY DEVELOPERS - TRAINERS, RECRUITERS, FINAL ARBITERS ON PROMOTION AND TENURE.

- SEE THEMSELVES AS BUDGET ANALYSTS/SALESPERSONS/ALLOCATORS OF RESOURCES - AND AS FINANCIAL EXPERTS.

EFFECTIVE DEANS RECOGNIZE AND ACCEPT THE FACT THAT A SUBSTANTIAL AMOUNT OF THEIR TIME AND ENERGY MUST BE EXPENDED IN DEALING WITH EXTERNAL AS WELL AS INTERNAL SCHOOL ISSUES AND CONCERNS. AS HEAD OF THE SCHOOL, THE DEAN PERFORMS THE KEY LINKAGE FUNCTION -

- AS A POLITICAL LOBBYIST IN PUBLIC RELATIONS.

- AS SPEECH-MAKER AND ALUMNI DIRECTOR.

- AS PROFESSIONAL LEADER - ACTIVE PARTICIPANT IN PROFESSIONAL SOCIETIES AND ASSOCIATIONS.

- AS PROFESSOR - RESEARCHER, INSTRUCTOR, WRITER.

- AS INSTITUTIONAL POLITICIAN - ESTABLISHING TIES TO THE BOARD OF TRUSTEES, OTHER DEANS, THE FACULTY SENATE, CENTRAL ADMINISTRATION, AND FINALLY

- AS LEADER - IN REACHING CONSENSUS ON EDUCATIONAL VALUES AND GIVING THEM MEANING IN THE CONTEXT OF THE SCDE: THE DEAN MUST SERVE AS VALUES ANALYST, VALUE MODIFIER AND VALUES WITNESS.

IN CONCLUSION, I THANK DAVID, THE EXECUTIVE COMMITTEE, THE BOARD, THE MANY TASK FORCES AND THE STAFF WHO HELPED US FORM A MANAGEMENT TEAM AND ESTABLISH A CLIMATE FOR OUR ASSOCIATION WHICH ACHIEVED THE PRESIDENT'S GOALS SET IN HOUSTON LAST YEAR, AND THE GOALS SET BY OUR RESOLUTIONS WHICH PROVIDE THE DIRECTION FOR ALL OF US.

AS A POINT OF PERSONAL PRIVILEGE, I WANT ALL OF THE STAFF TO COME TO THE STAGE. PLEASE HELP ME GREET THEM.

I CLOSE WITH A LITTLE PIECE WHICH SEEMS FITTING TO DEANS.

READ POEM "ANYWAY"

BIBLIOGRAPHY

Blake, R. R. & Mouton, J. S. Building a dynamic corporation through grid organization development. In E. Schein, W. Bennis, and R. Beckhard (Eds.), Organization development, (6 vols.). Reading, Mass.: Addison-Wesley, 1969.

Druker, P. F. Management: Tasks, responsibilities, practices. New York: Harper & Row, 1974.

Emery, F. E. & Trist, E. L. Souo-technical systems. In Management sciences models and techniques, Vol. 2, London: Pergamon Press, 1960.

Hersey, P. & Blanchard, K. Management of organizational behavior: Utilizing human resources. New Jersey: Englewood Cliffs, 1982. p. 343.

Imig, D. Challenge and change for schools of education. Paper presented at the Teacher Education Assembly in Harrisburg, PA, October 28, 1981.

Lawrence, P. R. and Lorsch, J. W. Developing organizations: Diagnosis and action. In E. Schein, W. Bennis, and R Beckhard (Eds.), Organizational development, (6 vols.). Reading, Mass.: Addison-Wesley, 1969.

Lindblom, C. & Cohen, B. Usable knowledge. New Haven: Yale University Press, 1979.

Lipman, J. M. Effective principal, effective school. Reston, Virginia: National Association of Secondary School Principals, 1981.

MacGregor, D. Human side of enterprise. New York: MacGraw-Hill, 1960.

March, J. G. & Olsen, J. P. Ambiguity and choice in organizations, 2nd edition, New York, N.Y., Universitet, 1980.

Ouchi, W. G. Theory Z. Reading, Mass.: Addison-Wesley, 1981.

Rutter, M. Fifteen thousand hours: secondary schools and their effects on children. Cambridge, Mass.: Howard University Press, 1982.

Saint, A. Continuous learning within japanese organizations. San Francisco: Continuous Learning Center, Far West Laboratory, 1982.

Weisbord, M. R. Diagnosing your organization: A "six-box" learning exercises. Wynnewood, Pennsylvania: Organization Research & Development, 1976.